WEBINAR

# **District and school leaders:** How to use data to engage teachers in high-growth strategies

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**Poll: How do your teachers react to new initiatives in your district?**

A. With fist pumps and open arms.

B. Cautious optimism.

C. A small few embrace it, others resist or ignore.

D. Mutiny.

# Picture this.

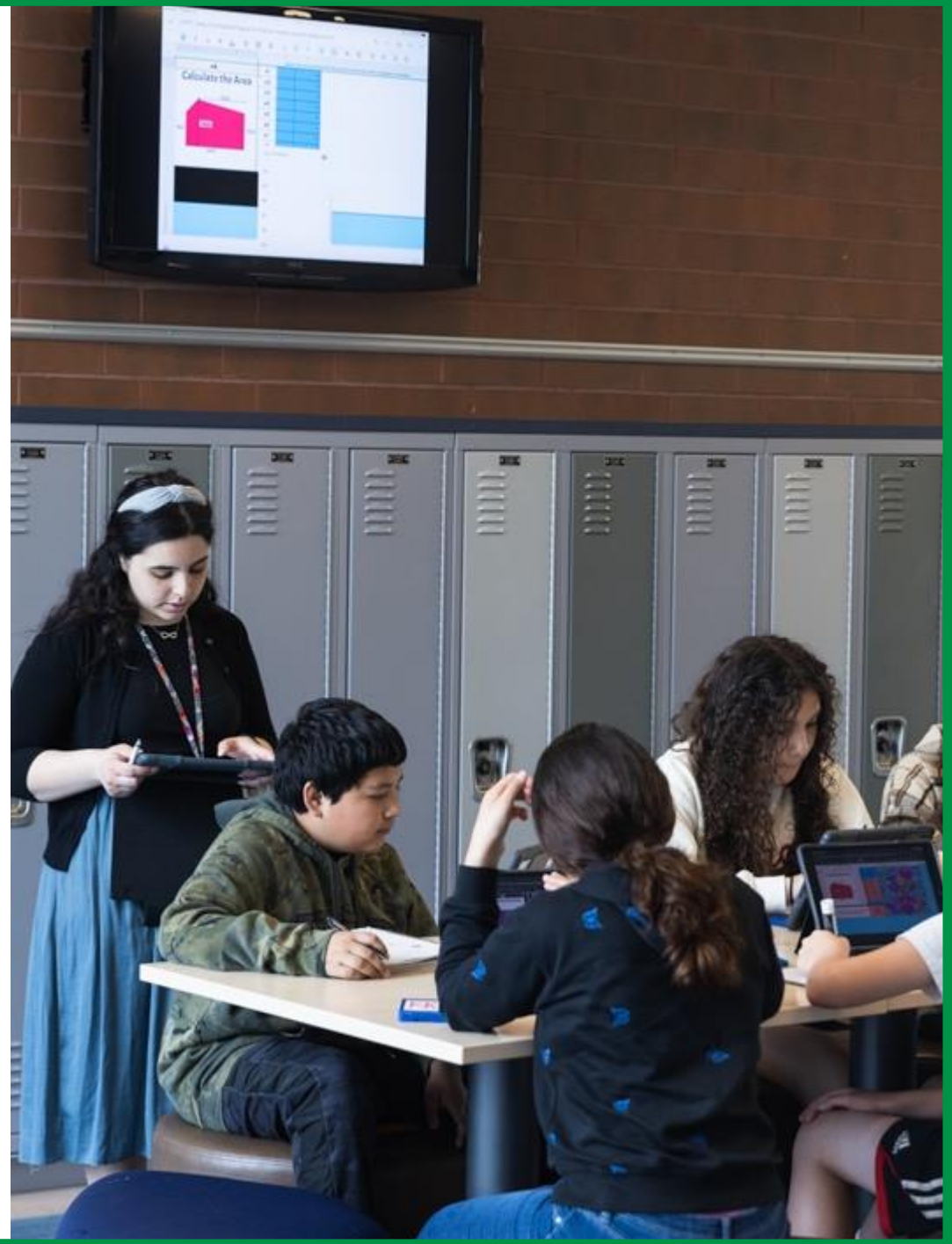
Can you make it worthwhile for teachers to try something new?

## IS IT SAFE?

# “Am I putting myself at risk by trying something new?”

## IS IT IMPORTANT?

# “Does this matter? If I don’t do it, will there be any impact?”



## BELIEF THEY CAN DO IT

“Are the right conditions in place for me to succeed at this? Do I have both autonomy and support?”

## THERE IS A CLEAR, LASTING BENEFIT

“I know what will change for the better if I do this. I understand how it leads to better recurring outcomes.”

# What you'll learn today

Culture

Process & Support

Data Conversations

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# Why Schiller Park?

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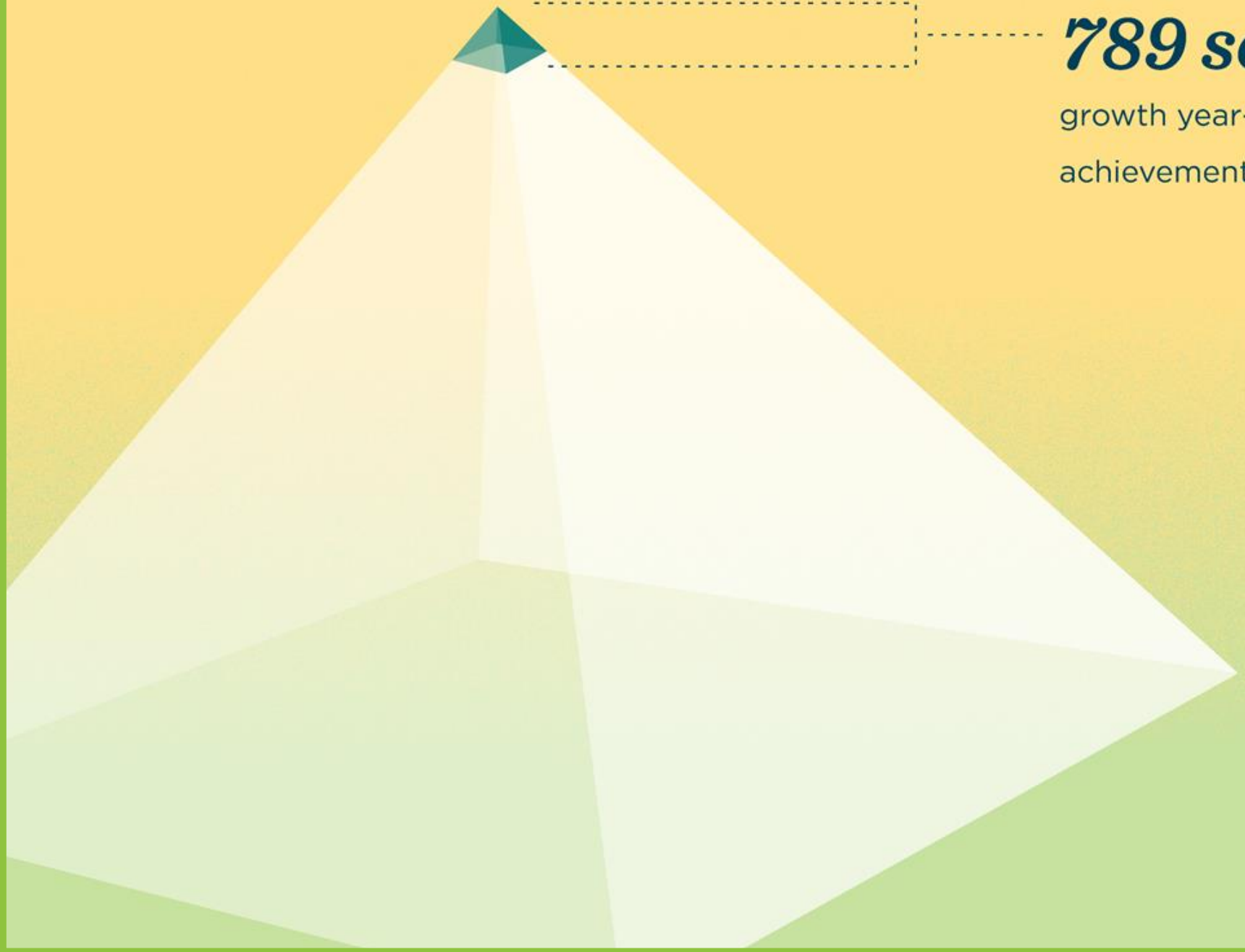
700,000 students in

***24,500 schools*** present in

our MAP Growth assessment



***789 schools*** that produce high growth year-after-year for students across achievement levels

# Transformative Ten

- Researchers spent over 75 hours observing and 12 hours interviewing teachers
- Documented ten effective instructional practices that can be used in any grade or subject

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When teachers across multiple schools are consistently embracing data, experimenting with new strategies, and growing kids above expectations, what do you have?

**A great leadership team.**

# Today's Presenters

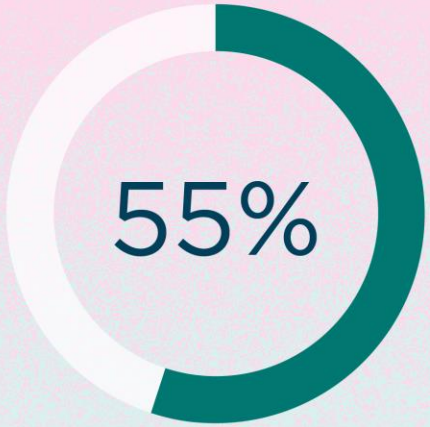
**Dr. Kim Boryszewski**
Superintendent
*School District 81*
*Schiller Park, IL*

**Melissa Kartsimas**
Principal
*Kennedy Elementary School*
*Schiller Park, IL*

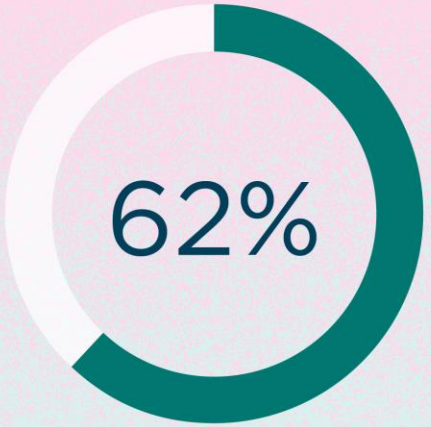
**Constance Stavrou**
Principal
*Lincoln Middle School*
*Schiller Park, IL*

# About Schiller Park

- K-8
- Two elementary schools
- One middle school
- 1,500 students




students in the district are non-white




students receive free or reduced-price lunches

decrease in district's per-pupil spending

CULTURE

# Who we are

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# Culture foundations

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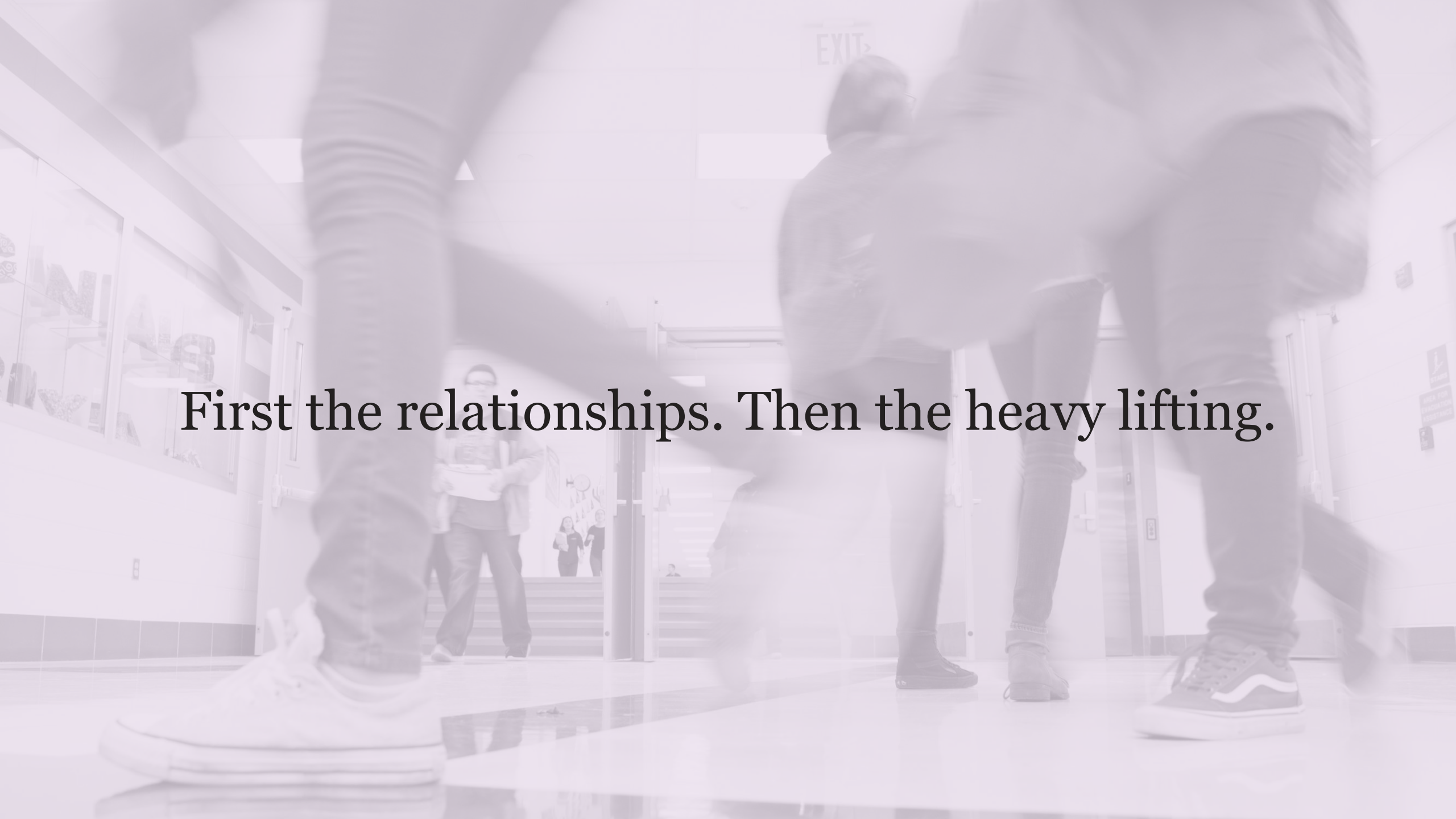

First the relationships. Then the heavy lifting.

# Take off the mask

Leading with vulnerability can establish trust

# Discover their why

Understanding what motivates your staff helps you become the leader *they* need.

# Set shared goals together

Creating a common purpose you’re all working towards together means no one feels isolated.

Focusing on relationships first fosters mutual trust, creating a safe environment for teachers to engage deeply.

# Setting a vision

Connect

Empower

Inspire

# Vision: The big ideas

**01**

We’re in this together

**02**

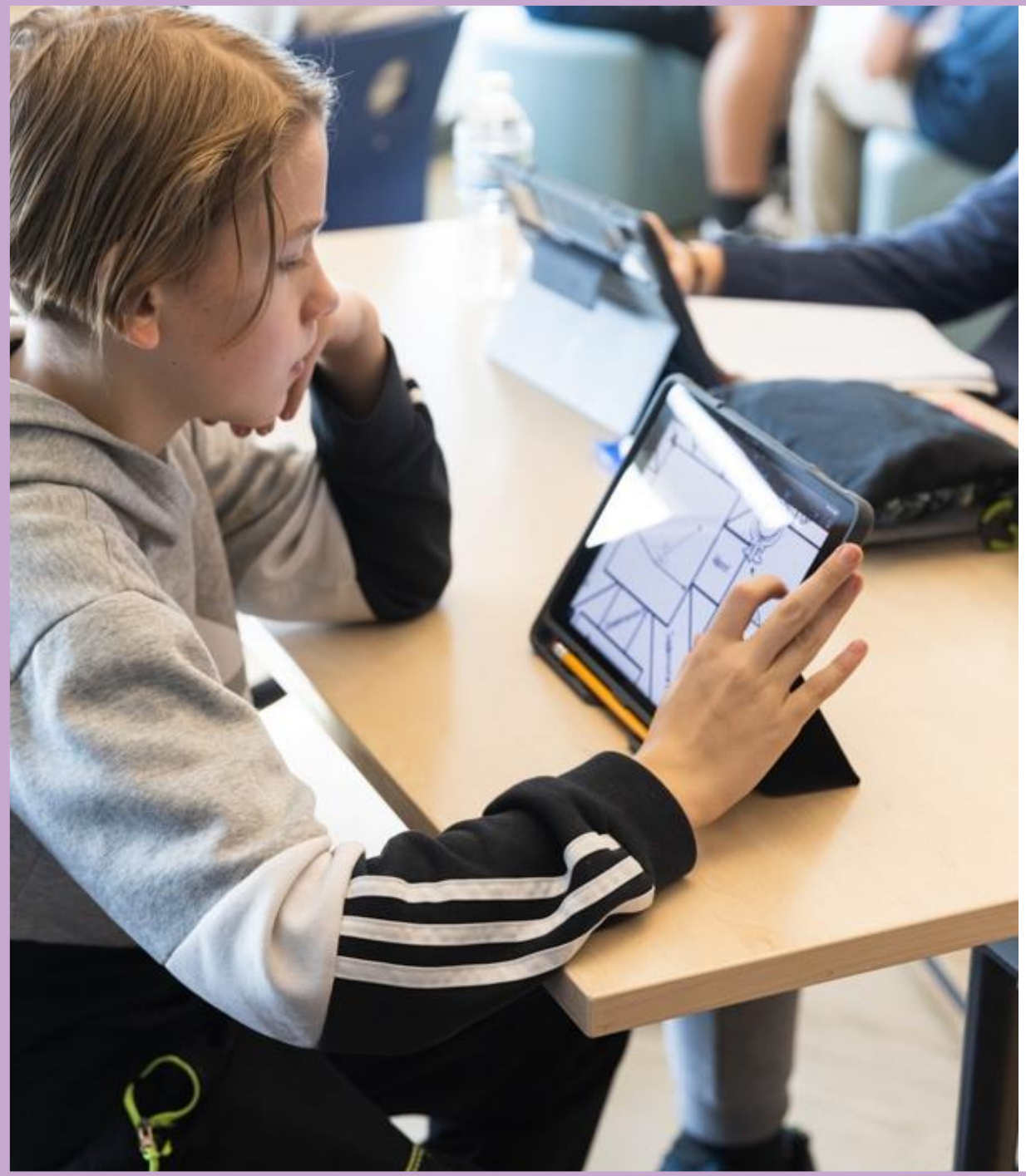
Meet every kid where they are at

**03**

*All* kids are ***our*** kids

# Setting expectations

## Moving together with purpose

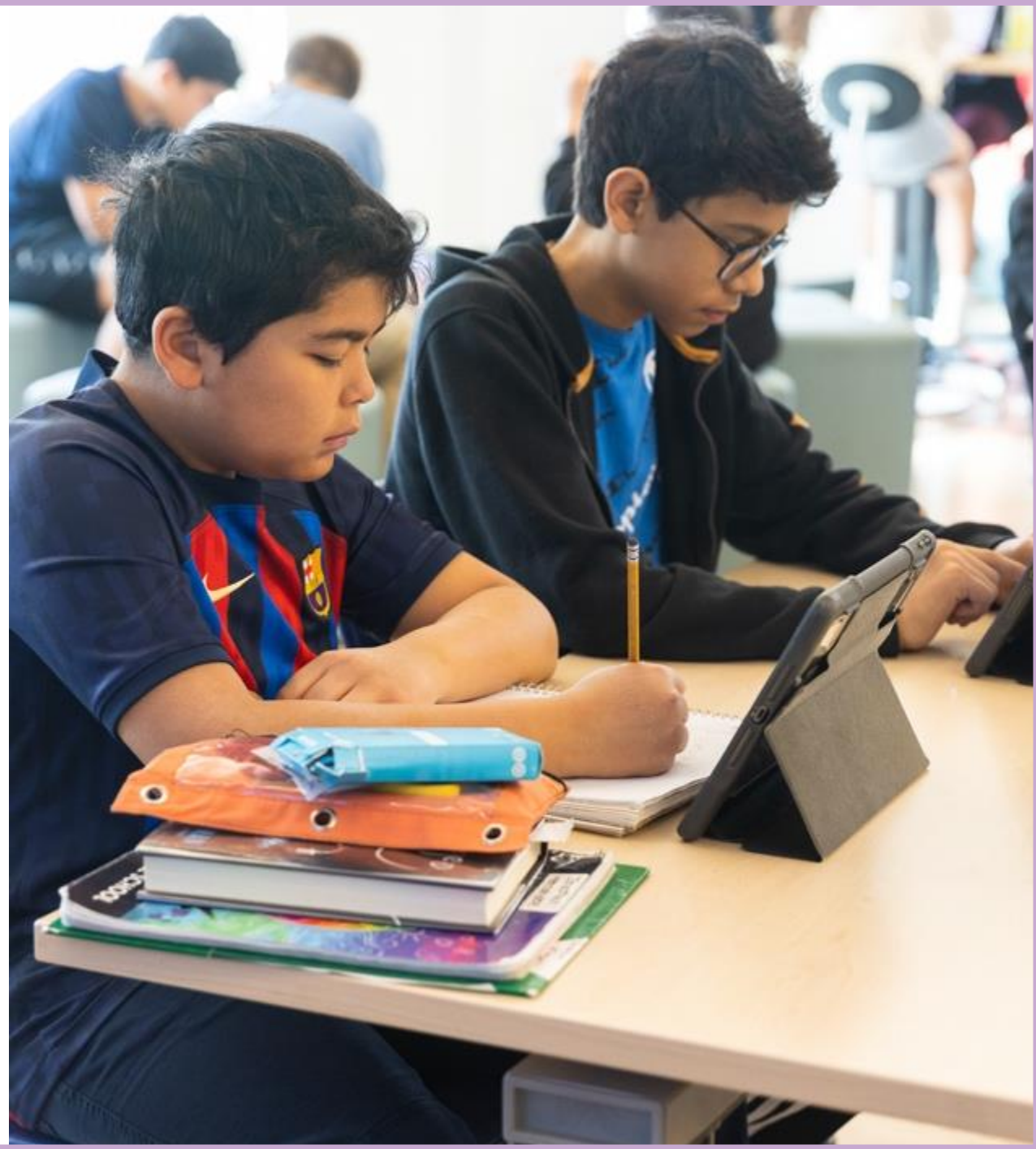


# Expectation No. 1

We talk about data early and often

# Expectation No. 2

Data is a tool, not a weapon



# Expectation No. 3

Every teacher has a professional growth goal involving MAP Growth data

# Expectation No. 4

Collaboration is a must—open walls and open communication!

# Expectation No. 5

Our classrooms are dynamic places where students own their data.

# Accountability

A mutual commitment to upholding our culture.

# **Accountability:** The big ideas

**01**

We don’t shy away from tough conversations

**02**

We approach evaluation with integrity

**03**

We take action when we know a change is necessary

## Poll: What's the state of your school or district culture?

A. It's thriving

B. Solid, but has areas to shore up

C. We have major concerns

D. Please send help!

# Process & Support

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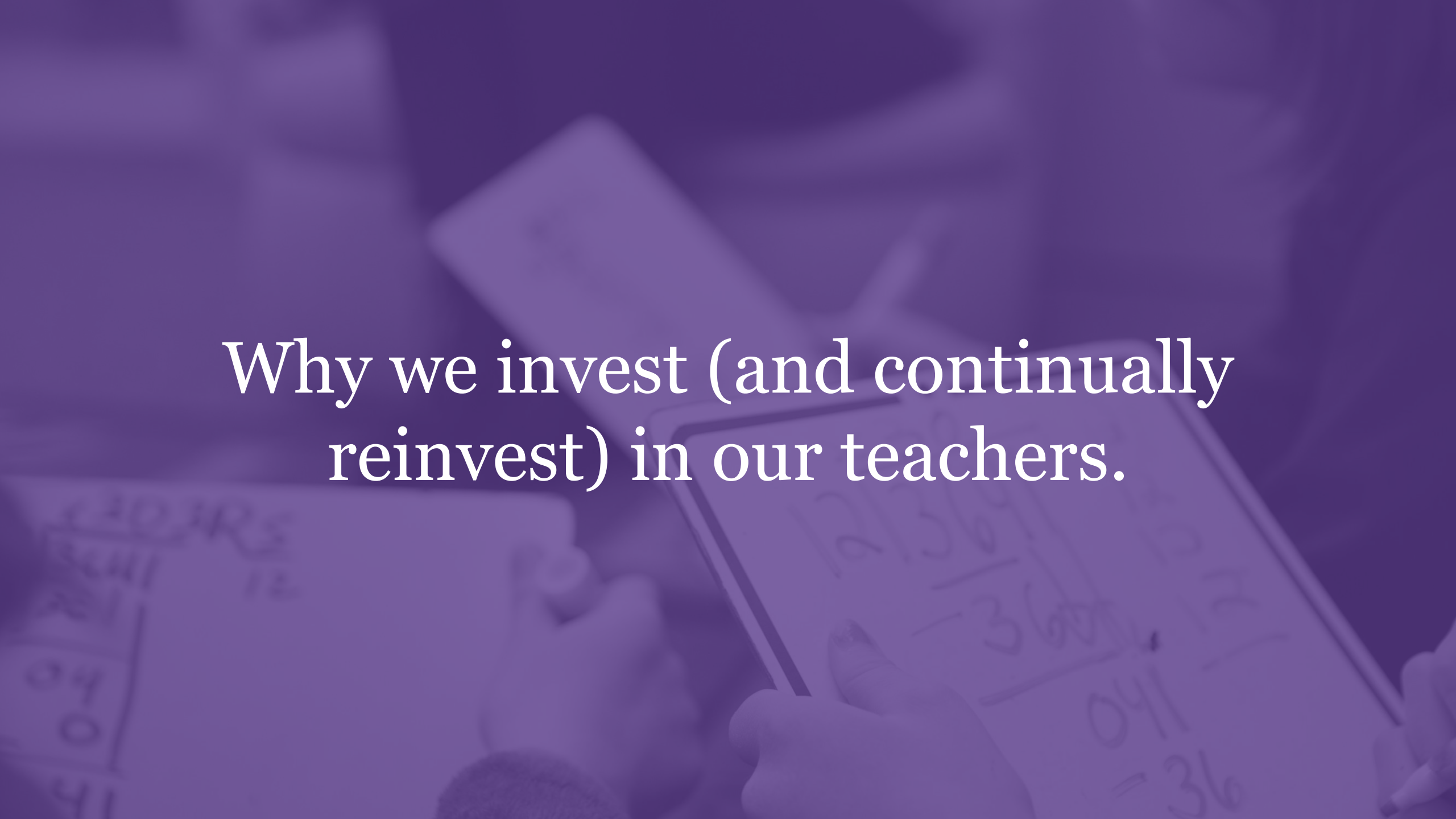


# Why we invest (and continually reinvest) in our teachers.

# Key efforts

Professional development & continuing education

New teacher induction program

School improvement days

Weekly common planning time

Direct instructional support

# Embedded professional learning

Supported early and often with opportunities for learning while doing

# Mentor teacher

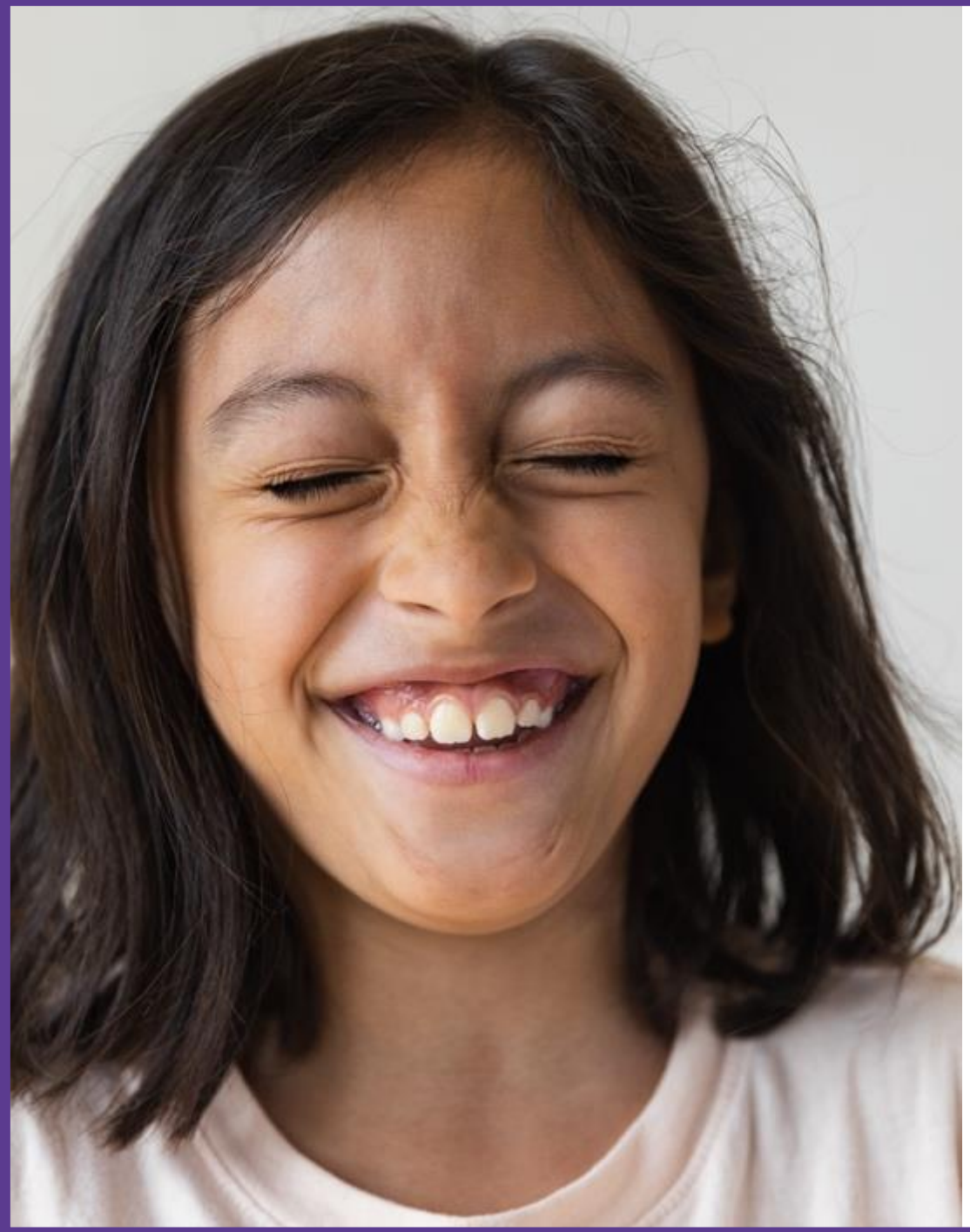
Getting the benefit of experience without the pressure of a supervisorial relationship

# Instructional coach

Targeted development of specific skills in the context of their own class

# Leadership support

New teachers see leaders working along side them in the classroom, PLCs, and beyond



# Celebration!

Intentionally
celebrating mentorship,
growth, and success

# School Improvement Days

**01**

Setting SMART goals as teams

**02**

Review and discuss data

**03**

Plan adjustments to instruction, student groupings, curricula, etc.,

# Weekly common planning time

**Carving out space for collaboration**

Coordinating early release

Protecting integrity of the time

Leaders actively participate

# Direct instructional support

**DATA CONVERSATIONS**

- Regularly scheduled, structured inquiries into data

**OBSERVATIONS**

- Mentors, instructional coaches, and principals

**OPEN DOOR POLICY**

- Leaders always make time for ad-hoc, 1x1 conversations

# Data Conversations

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Structured, intentional conversations about data are the key to taking action.

# Talking data at every level

Board of education

District and school leaders

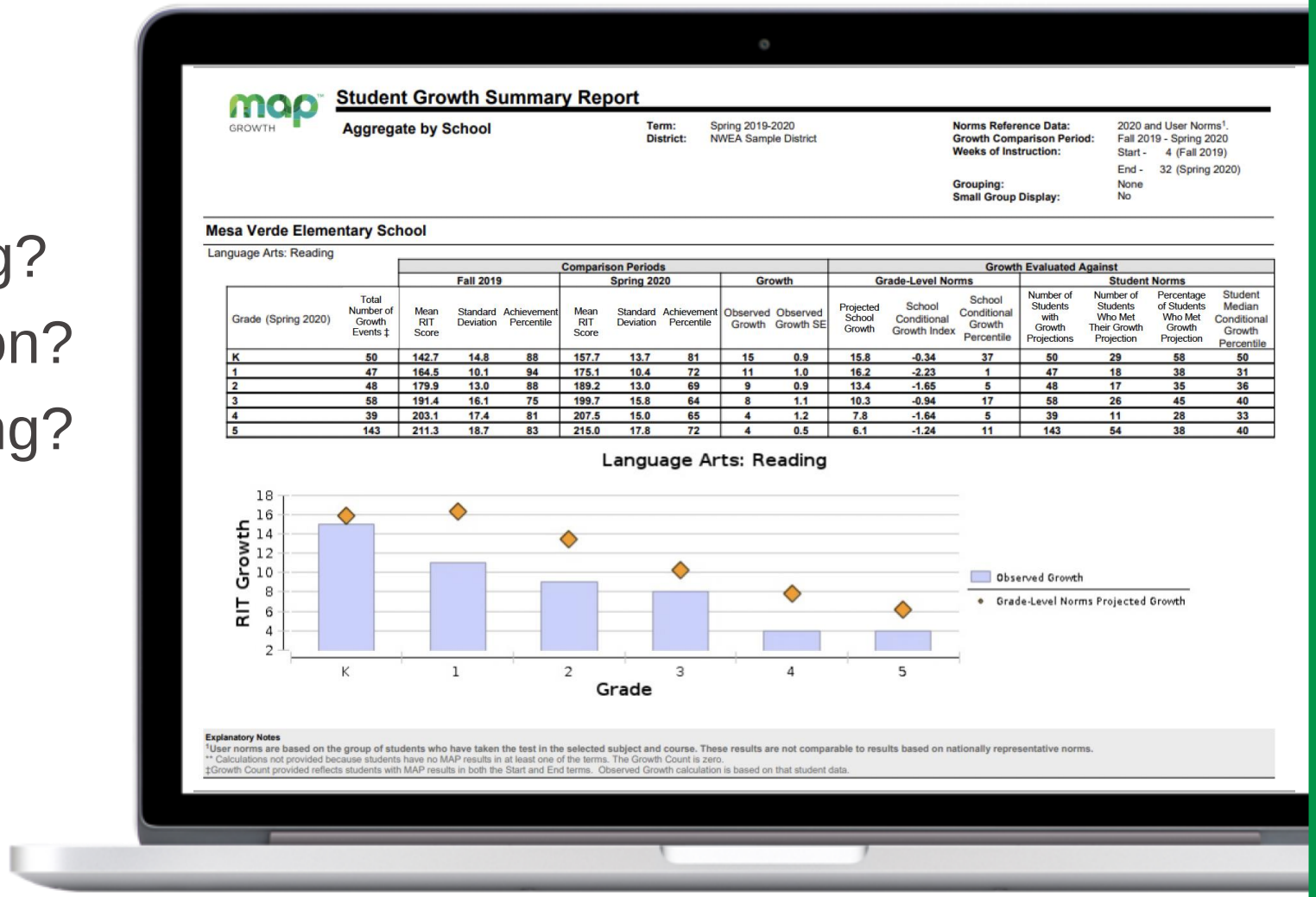
Principals and teachers

Teachers and students

Data and innovation

# Board of Ed

- Share data regularly
- Where are we succeeding?
- What needs more attention?
- What actions are we taking?



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**Student Growth Summary Report**

**Aggregate by School**

**Term:** Spring 2019-2020
**District:** NWEA Sample District

**Norms Reference Data:** 2020 and User Norms[1].
**Growth Comparison Period:** Fall 2019 - Spring 2020
**Weeks of Instruction:** Start - 4 (Fall 2019)
End - 32 (Spring 2020)
**Grouping:** None
**Small Group Display:** No

**Mesa Verde Elementary School**

Language Arts: Reading

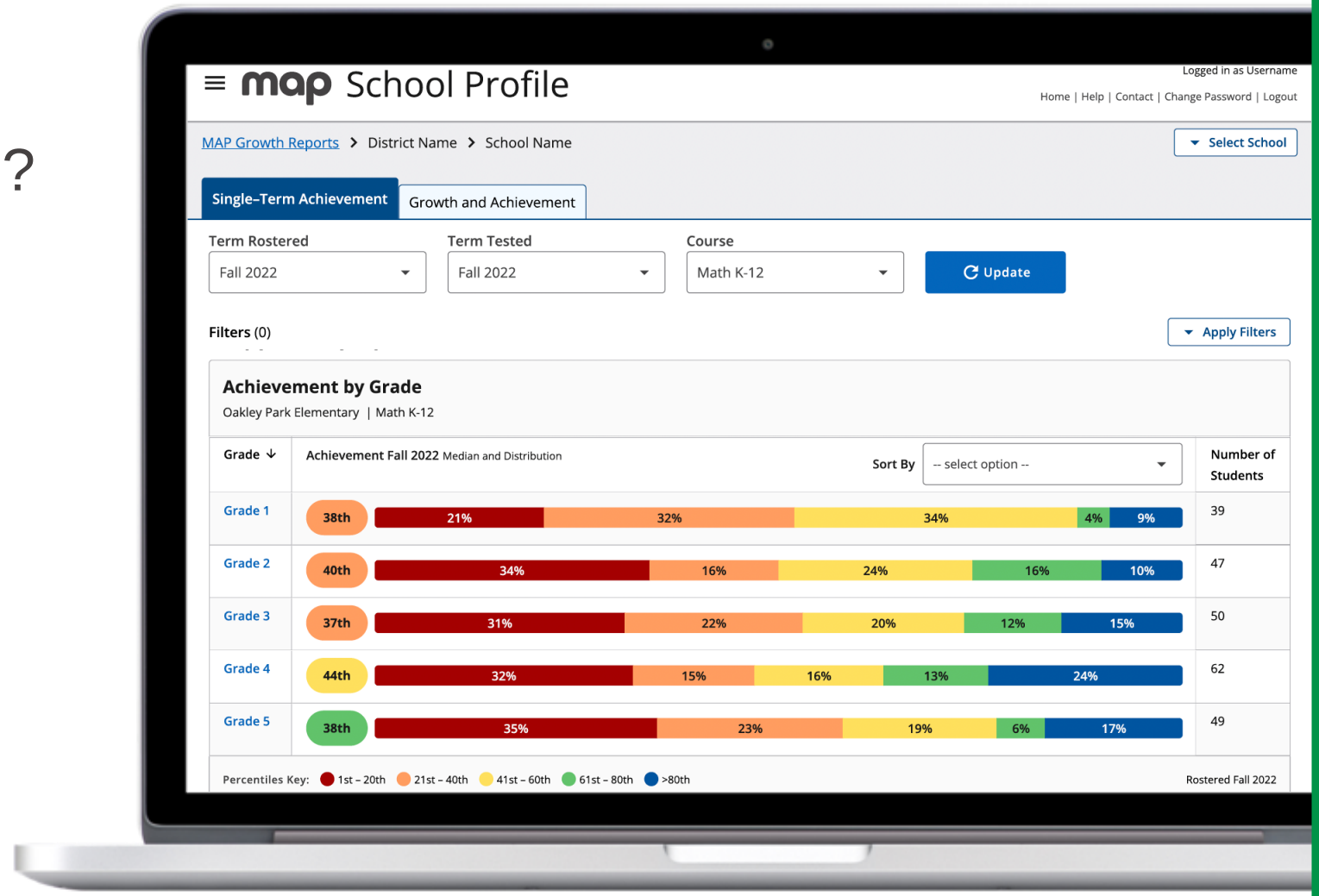
| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2019 | | | Spring 2020 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2020) | Total Number of Growth Events ‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students with Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 50 | 142.7 | 14.8 | 88 | 157.7 | 13.7 | 81 | 15 | 0.9 | 15.8 | -0.34 | 37 | 50 | 29 | 58 | 50 |
| 1 | 47 | 164.5 | 10.1 | 94 | 175.1 | 10.4 | 72 | 11 | 1.0 | 16.2 | -2.23 | 1 | 47 | 18 | 38 | 31 |
| 2 | 48 | 179.9 | 13.0 | 88 | 189.2 | 13.0 | 69 | 9 | 0.9 | 13.4 | -1.65 | 5 | 48 | 17 | 35 | 36 |
| 3 | 58 | 191.4 | 16.1 | 75 | 199.7 | 15.8 | 64 | 8 | 1.1 | 10.3 | -0.94 | 17 | 58 | 26 | 45 | 40 |
| 4 | 39 | 203.1 | 17.4 | 81 | 207.5 | 15.0 | 65 | 4 | 1.2 | 7.8 | -1.64 | 5 | 39 | 11 | 28 | 33 |
| 5 | 143 | 211.3 | 18.7 | 83 | 215.0 | 17.8 | 72 | 4 | 0.5 | 6.1 | -1.24 | 11 | 143 | 54 | 38 | 40 |



**Explanatory Notes**
[1]User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

# School and district leaders

- Where are we succeeding?
- What are the areas of concern?
- Who is impacted?
- What actions do we need to take?

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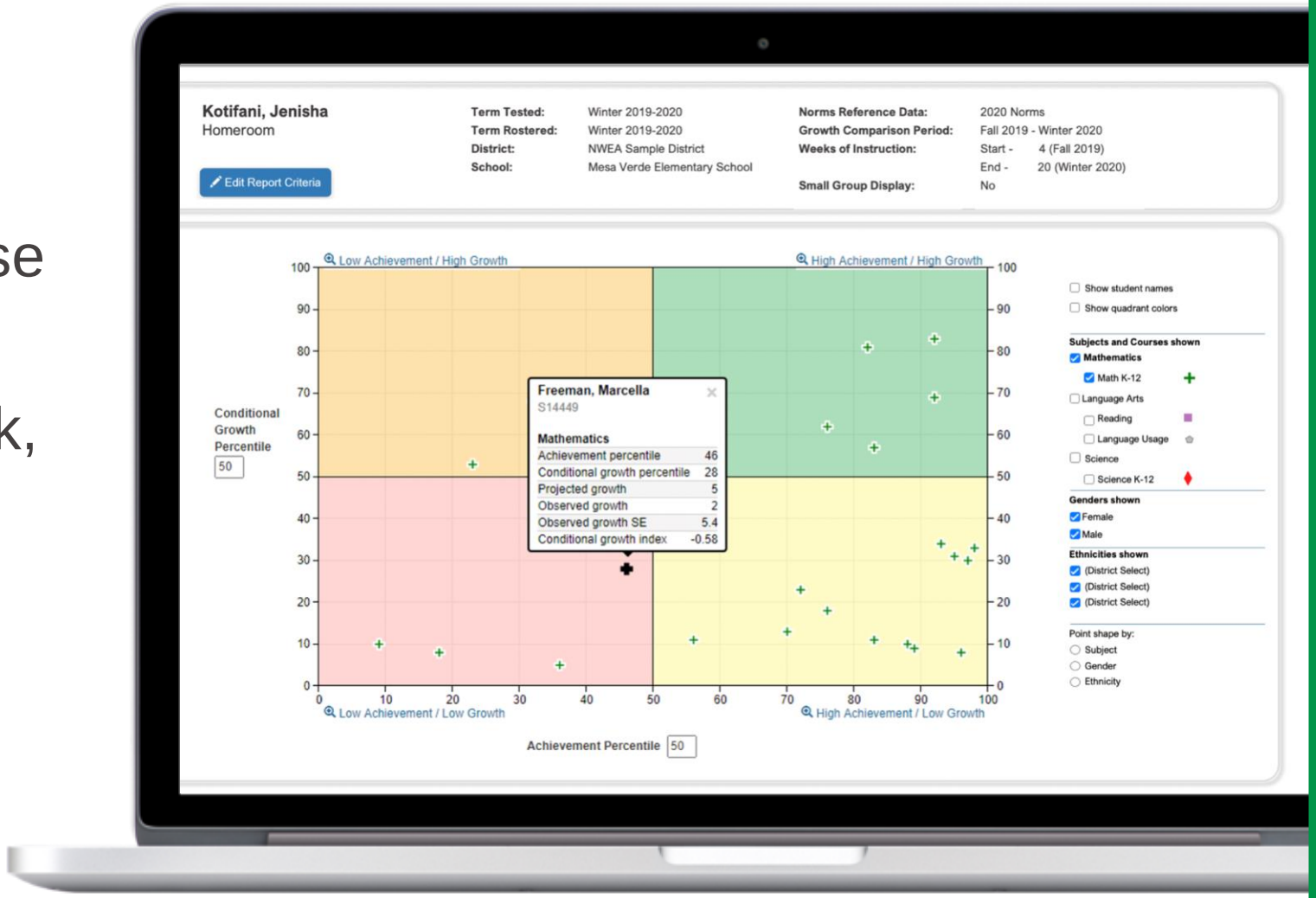
# Principals and teachers

- Are there any surprises?
- Do other data support these results or raise questions?
- What strategies could work, particularly with outliers?
- What resources do you need?

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# Teachers and students

- What successes can we celebrate?
- Where do we want to focus improvement?
- Are you on track for where you want to go?
- What commitments can we make together?

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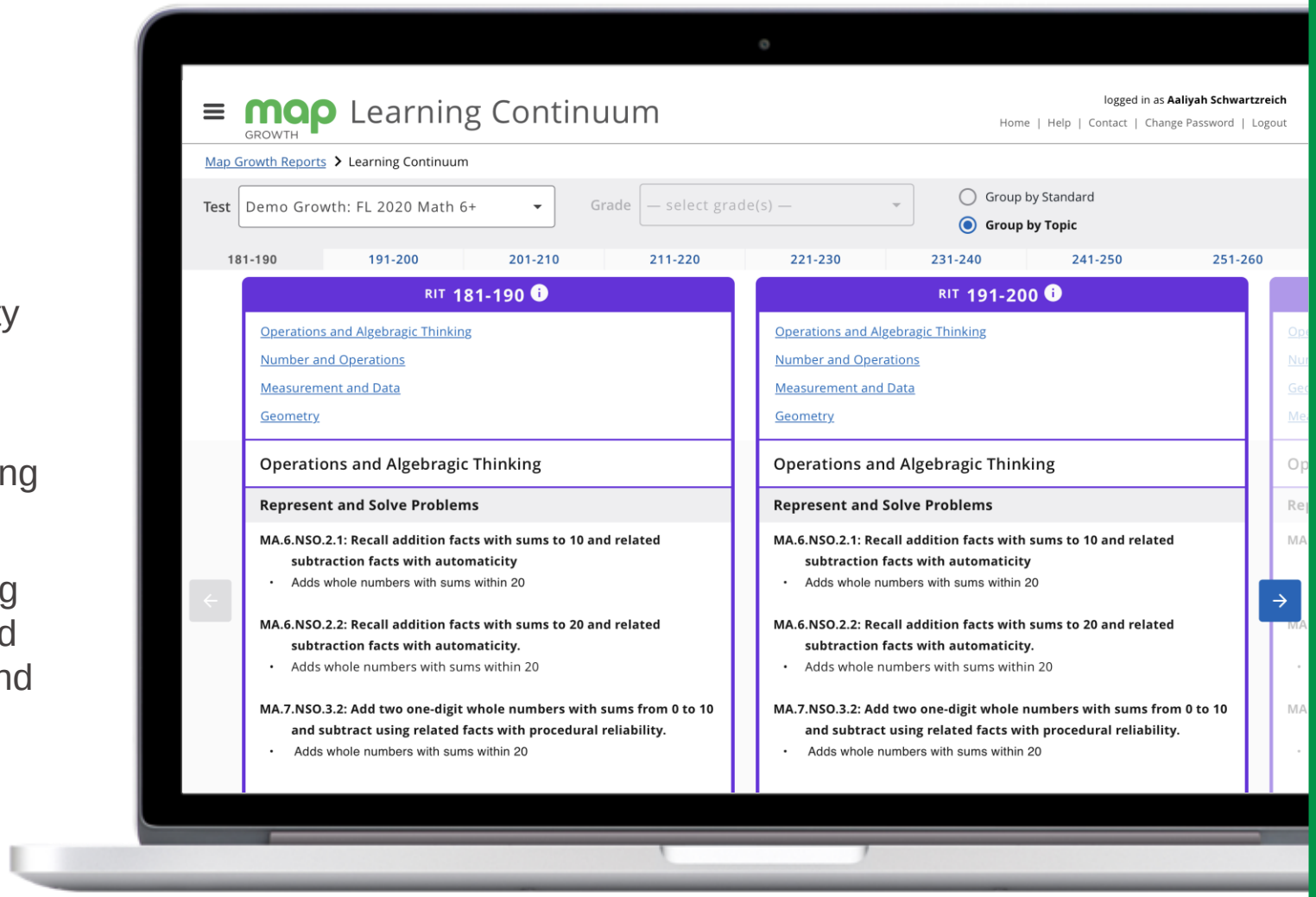
# How the Learning Continuum helps educators:

1. Help educators understand what kind of content is being assessed at various difficulty levels within the item pool
2. Enable educators to better understand the content of questions students are likely getting right and wrong about 50% of the time
3. Save educators time by acting as the starting place to inform formative strategies designed to identify skill gaps at the student, group, and class level

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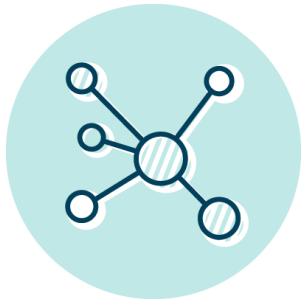
# Data and innovation

Be consistent. Improvement will follow.

# Conclusions

Start with relationships and culture



Provide structure and support

Harness the power of data to drive the right conversations and actions

# Questions?

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# Thank you!

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